

## Pepperhill Elementary

3300 East Creola Rd.  
North Charleston, SC 29420

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	460 Students	
<b>Principal</b>	Amy E. Mims	843-767-5905
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	56	48	2

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Average	Yes
<b>2005</b>	Below Average	Unsatisfactory	Yes

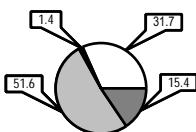
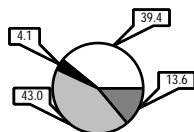
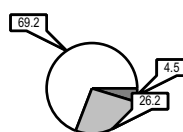
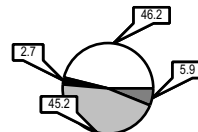
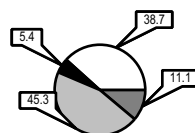
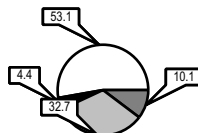
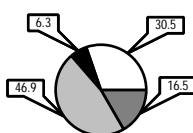
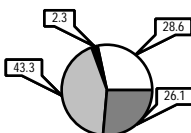
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	244	99.6	31.4	51.8	15.5	1.4	24.1	Yes	Yes
<b>Gender</b>									
Male	127	99.2	33.9	51.3	13.9	0.9	21.7		
Female	117	100.0	28.6	52.4	17.1	1.9	26.7		
<b>Racial/Ethnic Group</b>									
White	25	100.0	39.1	34.8	21.7	4.3	30.4	I/S	I/S
African American	193	99.5	29.7	54.9	14.9	0.6	23.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	44.4	38.9	11.1	5.6	22.2	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	213	99.5	30.2	51.6	16.7	1.6	26.0		
Disabled	31	100.0	39.3	53.6	7.1	0.0	10.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	99.6	31.4	51.8	15.5	1.4	24.1		
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	63.6	27.3	9.1	0.0	9.1	I/S	I/S
Non-Limited English Proficient	229	99.6	29.7	53.1	15.8	1.4	24.9		
<b>Socio-Economic Status</b>									
Subsidized meals	194	100.0	30.5	54.0	14.4	1.1	23.6	Yes	Yes
Full-pay meals	50	98.0	34.8	43.5	19.6	2.2	26.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	244	100.0	39.4	43.0	13.6	4.1	27.6	Yes	Yes
<b>Gender</b>									
Male	127	100.0	38.8	40.5	15.5	5.2	31.0		
Female	117	100.0	40.0	45.7	11.4	2.9	23.8		
<b>Racial/Ethnic Group</b>									
White	25	100.0	30.4	43.5	13.0	13.0	39.1	I/S	I/S
African American	193	100.0	42.0	43.2	12.5	2.3	24.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	33.3	38.9	22.2	5.6	27.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	213	100.0	35.2	44.6	15.5	4.7	31.6		
Disabled	31	100.0	67.9	32.1	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	39.4	43.0	13.6	4.1	27.6		
<b>English Proficiency</b>									
Limited English Proficient	15	100.0	45.5	36.4	18.2	0.0	18.2	I/S	I/S
Non-Limited English Proficient	229	100.0	39.0	43.3	13.3	4.3	28.1		
<b>Socio-Economic Status</b>									
Subsidized meals	194	100.0	39.1	44.3	13.2	3.4	24.7	Yes	Yes
Full-pay meals	50	100.0	40.4	38.3	14.9	6.4	38.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	244	100.0	69.2	26.2	4.5	0.0	4.5
<b>Gender</b>							
Male	127	100.0	61.2	33.6	5.2	0.0	5.2
Female	117	100.0	78.1	18.1	3.8	0.0	3.8
<b>Racial/Ethnic Group</b>							
White	25	100.0	39.1	47.8	13.0	0.0	13.0
African American	193	100.0	73.9	23.9	2.3	0.0	2.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	72.2	16.7	11.1	0.0	11.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	213	100.0	66.8	28.0	5.2	0.0	5.2
Disabled	31	100.0	85.7	14.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	100.0	69.2	26.2	4.5	0.0	4.5
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	81.8	18.2	0.0	0.0	0.0
Non-Limited English Proficient	229	100.0	68.6	26.7	4.8	0.0	4.8
<b>Socio-Economic Status</b>							
Subsidized meals	194	100.0	71.3	25.3	3.4	0.0	3.4
Full-pay meals	50	100.0	61.7	29.8	8.5	0.0	8.5

<b>Social Studies</b>							
All Students	244	100.0	46.2	45.2	5.9	2.7	8.6
<b>Gender</b>							
Male	127	100.0	44.0	46.6	6.9	2.6	9.5
Female	117	100.0	48.6	43.8	4.8	2.9	7.6
<b>Racial/Ethnic Group</b>							
White	25	100.0	39.1	43.5	13.0	4.3	17.4
African American	193	100.0	48.3	45.5	4.5	1.7	6.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	38.9	44.4	11.1	5.6	16.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	213	100.0	41.5	48.7	6.7	3.1	9.8
Disabled	31	100.0	78.6	21.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	100.0	46.2	45.2	5.9	2.7	8.6
<b>English Proficiency</b>							
Limited English Proficient	15	100.0	36.4	63.6	0.0	0.0	0.0
Non-Limited English Proficient	229	100.0	46.7	44.3	6.2	2.9	9.0
<b>Socio-Economic Status</b>							
Subsidized meals	194	100.0	48.9	43.7	5.7	1.7	7.5
Full-pay meals	50	100.0	36.2	51.1	6.4	6.4	12.8

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	68	100.0	18.5	46.2	35.4	N/A	35.4
	4	93	100.0	34.1	55.7	10.2	N/A	10.2
	5	80	100.0	43.9	43.9	12.1	N/A	12.1
	6	76	100.0	46.4	36.2	14.5	2.9	17.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	17.4	43.5	34.8	4.3	39.1
	4	75	98.7	38.8	58.2	3.0	0.0	3.0
	5	90	100.0	36.9	53.6	9.5	0.0	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	68	100.0	29.2	60.0	9.2	1.5	10.8
	4	93	100.0	39.8	55.7	3.4	1.1	4.5
	5	80	100.0	45.5	36.4	15.2	3.0	18.2
	6	76	100.0	21.7	50.7	21.7	5.8	27.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	21.7	53.6	15.9	8.7	24.6
	4	75	100.0	50.0	33.8	14.7	1.5	16.2
	5	90	100.0	45.2	41.7	10.7	2.4	13.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	46.4	42.0	11.6	0.0	11.6
	4	75	100.0	77.9	20.6	1.5	0.0	1.5
	5	90	100.0	81.0	17.9	1.2	0.0	1.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	34.8	42.0	15.9	7.2	23.2
	4	75	100.0	42.6	55.9	1.5	0.0	1.5
	5	90	100.0	58.3	39.3	1.2	1.2	2.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 460)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.7%	No change	3.7%	3.0%
Attendance rate	96.2%	No change	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%	Down from 4.8%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%	Down from 3.5%	3.9%	3.2%
Eligible for gifted and talented	3.2%	Down from 7.1%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Down from 6.6%	8.6%	8.2%
Older than usual for grade	0.2%	Down from 1.2%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	43.6%	Down from 52.8%	48.8%	52.6%
Continuing contract teachers	79.5%	Down from 80.6%	81.3%	83.3%
Highly qualified teachers	88.6%	Up from 81.8%	93.3%	93.5%
Teachers with emergency or provisional certificates	5.7%	Down from 10.0%	2.2%	0.0%
Teachers returning from previous year	88.3%	Up from 87.1%	85.8%	87.0%
Teacher attendance rate	96.3%	Up from 94.5%	94.9%	95.0%
Average teacher salary	\$41,863	Up 3.5%	\$40,756	\$41,703
Prof. development days/teacher	14.6 days	Down from 16.1 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.0 to 1	17.7 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 87.6%	89.5%	89.8%
Dollars spent per pupil*	\$4,953	Down 8.1%	\$6,643	\$6,242
Percent of expenditures for teacher salaries*	69.3%	Up from 65.3%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Pepperhill Elementary School we have organized a climate of performance excellence in which student achievement will continue to soar to new heights. Our staff, parents, and students implemented year one of Pepperhill P.R.I.D.E. (Plan for Rigorous Interventions to Develop Excellence), a Turnaround Plan to address areas of weakness identified throughout the school. We targeted the areas of Literacy, Assessment and Diagnosis of Student Learning Needs, High Expectations of all Partners, Early Childhood Initiatives, School Learning Environment, and Organizational Structure to increase student achievement as measured by PACT and other performance assessments over the next four years. Teams of staff members, parents, and administrators met frequently to monitor the results of our efforts in weekly curriculum, grade level team, School Improvement, Title I Council, PTA, and CAST (Collaborative Academic Support Team) meetings.

Major programs which address student achievement offered in 2004-05 include: Walk to Read/differentiated instruction for all students in reading and math in grades K-5, Write Traits, Accelerated Reader, Literacy Coach (grades 1-3), SOAR to Success reading comprehension program, Reading Soul Mates, Computer Assisted Instruction, Positive Behavior Supports, STARR Students, Character Education, School to Career initiatives, Power Lunch, small group academic assistance for students with deficiencies, Homework Help, and Boys and Girls Club after-school program. Special services available to all students were provided by a full-time registered nurse, mental health counselor, guidance counselor, part-time school psychologist, and student concern specialist.

Staff development focused on research-based Best Instructional Practices, Understanding the Effects of Poverty on Student Achievement, Write Traits, Classroom Discipline that Works, and Use of Data to Make Instructional Decisions. Many teachers completed additional coursework in such areas as literacy, technology, administration, and counseling. One teacher, Ms. Karen Forsling, received National Board Certification.

Parent Involvement was a key initiative during 2004-05 as well. Our School Improvement/Title I Council grew to the largest consistent membership in over five years. Parent and community volunteers logged over 1000 hours of service in our school. We celebrate the many accomplishments made as a result of the diligent work of teachers and staff, parents, community, and students themselves this year. Through strengthening and continued positive partnerships between Pepperhill Elementary School parents, community members, and staff, we expect continued increases in student achievement.

Amy E. Mims, Principal  
Ebenezer Techie, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	35	82	63
Percent satisfied with learning environment	100.0%	93.8%	88.9%
Percent satisfied with social and physical environment	100.0%	73.8%	88.7%
Percent satisfied with school-home relations	71.4%	92.5%	77.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.